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RESEARCH & ACTION REPORT

1974 Wellesley College establishes the Center for Research on Women (CRW)

1976 CRW holds International Conference on Women and Development, the first such gathering in U.S.

1979 CRW founds the School-age Child Care Project (later to become the National Institute on Out-of-School Time)

1981 Wellesley College establishes the Stone Center for Developmental Services and Studies (SC)

1983 CRW launches *Women's Review of Books*

35 YEARS *of* RESEARCH *and* ACTION

1987 CRW founds the National SEED (Seeking Educational Equity and Diversity) Project on Inclusive Curriculum

1987 SC initiates the Open Circle program for social-emotional learning for grades K-5

1992 CRW researches and writes *How Schools Shortchange Girls*

1992 CRW launches major initiative on sexual harassment in schools

1995 The Wellesley Centers for Women (WCW) is formed by the joining of the Center for Research on Women and the Stone Center for Developmental Services and Studies

1995 The Jean Baker Miller Training Institute is established to examine and advance Relational-Cultural Theory

2001 WCW receives NGO (Non-Governmental Organization) status from the United Nations

2002 WCW holds first-ever Human Rights Tribunal on Domestic Violence and Child Custody

2004 WCW organizes groundbreaking international conference on gender violence

2005-2006 WCW leads two projects on gender and science, technology, engineering, and math funded by National Science Foundation

2007 WCW and UNICEF cosponsor innovative conference in Bangkok on women's rights and children's rights

2009 WCW co-sponsors major policy research conference in Washington, DC

2009 WCW celebrates 35 years of research and action



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spring | summer 2009

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Key policymakers and leading researchers convene to address critical issues facing American women.

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Research & Action Report is published in the spring and fall by the Wellesley Centers for Women (WCW).

Since 1974, WCW has been a driving force—behind the scenes and in the spotlight—promoting positive change for women, children, and families. Women's perspectives and experiences are at the core of the Wellesley Centers for Women's social science research projects and training programs. By sharing our work with policymakers, educators, practitioners, and the media we help to shape a more just and equitable society.

Work at the Wellesley Centers for Women addresses three major areas:

- The social and economic status of women and girls and the advancement of their human rights both in the United States and around the globe;
- The education, care, and development of children and youth; and
- The emotional well-being of families and individuals.

Issues of diversity and equity are central across all the work as are the experiences and perspectives of women from a variety of backgrounds and cultures.

WELLESLEY CENTERS FOR WOMEN

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FROM THE EXECUTIVE DIRECTOR

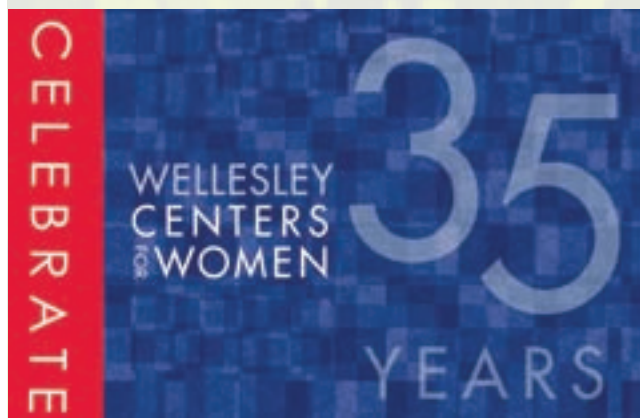
This spring we are kicking off a year-long celebration of the 35th anniversary of the Wellesley Centers for Women (WCW). It is an exciting, yet somewhat bittersweet milestone. The economic situation is grim, and a poor economy hits the most vulnerable the hardest. Families already struggling to stay afloat are finding it harder everyday to put food on the table and to care for their children and aging parents. Yet at the same time there is palpable hope for significant, positive changes around issues we here at WCW have worked on since our founding. There is more attention to child care, renewed interest in work/family balance, public dialogue on educational equity, and a clear focus on the human rights of women around the world. Working in an environment of hope is energizing, despite tight funding.

This issue of *Research and Action* offers a glimpse of new work and a review of some of our achievements (see a full list of milestones at www.wcwonline.org/milestones). The newest entry on this list is our April 2nd conference, *Achieving Equity of Women: Policy Alternatives for the New Administration*, held in collaboration with the Institute for Women's Policy Research in Washington, DC. (page 2). The conference was designed to move women's issues forward by sharing and disseminating information and facilitating

partnerships among organizations and policy makers. Rather than focusing on a single issue such as healthcare or education, the conference brought together experts on four of the most critical issues facing women today: economic recovery, early care and education, availability and access to health care, and retirement and Social Security—issues that overlap in many ways but that are too often addressed in isolation. The conference was a tremendous success and I am hopeful that the energy and ideas generated will continue.

Finally, I am asking each of you to complete our online survey at www.wcwonline.org/reportsurvey. Challenging economic limitations confront every organization. At WCW we want to share our work in the most useful and affordable ways. We do not want to make cuts that will result in limiting the effectiveness of our dissemination and outreach. We need your input—what materials do you find helpful, what formats do you prefer, what publications and/or events do you feel we could eliminate without losing important connections? Your feedback today will help us as we move forward.

I look forward to seeing many of you during this year of 35th Anniversary celebrations and I thank all of you for your support over these past decades! ■



The Wellesley Centers for Women kicked off its 35th Anniversary with a special celebration May 2, 2009 in Boston, MA. The Honorable Nancy Gertner, U.S. District Court Judge, District of Massachusetts, served as special guest speaker. Tyne Daly, acclaimed actress and feminist activist served as mistress of ceremonies. The event, held at the John Joseph Moakley United States Courthouse, benefited from the support of sponsors Goodwin Procter and Nixon Peabody LLP. Learn more at www.wcwonline.org/35thanddinner.

Research & Action Report

Once a year or twice a year?
More brief updates?
More long articles? Less of each?

We need your input...
please tell us what you think:

www.wcwonline.org/reportsurvey

WCW Co-sponsors Dynamic Research Policy Conference in DC

"ACHIEVING EQUITY FOR WOMEN: POLICY ALTERNATIVES FOR THE NEW ADMINISTRATION," a one-day conference held April 2nd in Washington, DC at the Henry J. Kaiser Family Foundation's Barbara Jordan Conference Center, brought key policymakers and leading researchers together to address critical issues facing American women. Organized by the Wellesley Centers for Women (WCW) and the Institute for Women's Policy Research (IWPR), the symposium focused on issues of retirement, Social Security, and aging; women in the economic recovery; early care and education; and health care quality, cost, and access.



Hilda Solis, Secretary of Labor, U.S. Department of Labor, offered the luncheon keynote address.



Susan McGee Bailey, Ph.D., WCW Executive Director, introduces the health care panel, from left to right: Dora L. Hughes, M.D., M.P.H., FAACP, Counselor for Public Health and Science, Office of the Secretary, Department of Health and Human Services; Cathy Schoen, Ph.D., Senior Vice President, Research and Evaluation, Commonwealth Fund; Alina Salganicoff, Ph.D., Vice President and Director of Women's Health Policy, Kaiser Family Foundation; and moderator Vivian Pinn, M.D., Director, Office of Research on Women's Health, National Institutes of Health.

The dynamic line-up of speakers—key policymakers and leading researchers—shared important insights and practical applications which the 200+ attendees could use. Among the speakers at the conference and closing reception were: **HILDA SOLIS**, Secretary of Labor, U.S. Department of Labor; **ROSA DELAURO**, U.S. Representative, Connecticut 3rd District; **CAROLYN MALONEY**, U.S. Representative, New York 14th District; **JARED BERNSTEIN, PH.D.**, Chief Economist, Office of the Vice President of the United States; and **TINA TCHEN**, Deputy Assistant to the President of the United States and Executive Director, White House Council on Women and Girls.

The full list of speakers and the agenda can be viewed at: www.wcwonline.org/dcconference. The Wellesley Centers for Women and the Institute for Women's Policy Research bring more than 50 years of combined experience to the study of issues of importance to women and their families. Video recordings of conference presentations have been posted online at: www.wcwonline.org/videoarchive. ■



The Early Care and Education Panel featured, from left to right: Danielle Ewen, Director, Child Care and Early Education Policy, the Center for Law and Social Policy; Mildred Warner, Ph.D., Professor in the Department of City and Regional Planning, Cornell University; and Nancy Marshall, Ed.D., Senior Research Scientist and Associate Director, Wellesley Centers for Women.



Susan McGee Bailey, Ph.D., WCW Executive Director, shares a light moment with Tina Tchen, Deputy Assistant to the President of the United States and Executive Director, White House Council on Women and Girls.



The Retirement, Social Security, and Aging panel included Maya Rockeymoore, Ph.D., President and CEO, Global Policy Solutions (left) and Heidi Hartmann, Ph.D., President, Institute for Women's Policy Research.

Update on Afterschool Matters

PRACTITIONER FELLOWSHIPS
NIOST partnered with the National Writing Project (NWP) to develop and offer practitioner fellowships through the University of Pennsylvania at Philadelphia and the University of California at Berkeley. Their content expertise in professional development and the improvement of writing, and nation-wide focus made them the ideal partners for the national expansion and facilitation of the Fellowship Program.

Since September 2008, fellowship groups in Philadelphia and the Bay Area have been meeting twice each month at facilitated meetings. The Out-of-School Time Resource Center at the University of Pennsylvania is conducting an evaluation of the Philadelphia Practitioner Fellowship Program (PFP). Early evaluation findings show that the Fellows offer overwhelmingly positive feedback about the facilitators and agree that they are enhancing their research and writing skills through the Fellowship. The Fellows also offer constructive feedback for the continued improvement of the Fellowship.

IN JULY, 2008 THE ROBERT BOWNE FOUNDATION TRANSFERRED THE AFTERSCHOOL MATTERS (ASM) initiative to the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women. The four components of this comprehensive initiative are: (1) the Practitioner Fellowship Program, which provides an inquiry-based year-long research and writing professional development experience for out-of-school-time practitioners; (2) the *Afterschool Matters* journal, which disseminates findings and experiences of the Practitioner Fellows and other relevant research from the out-of-school-time field; (3) the Edmund A. Stanley, Jr. Research Grantee program to foster high-quality, cutting-edge research that has lasting impact on the field; and (4) the Research Roundtables, periodic forums for connecting research and practice.

NIOST's goals in acquiring the ASM initiative include generating additional funding support to enable the national expansion of the initiative, and to ensure the sustainability of ASM into the future.

AFTERSCHOOL MATTERS JOURNAL

NIOST currently plans on two annual issues of the *Afterschool Matters* journal. Recent issues of *Afterschool Matters* and the companion publication, *Occasional Paper Series*, including articles by David J. Shernoff; Deborah Lowe Vandell; Charles Smith; and Laurie Van Egeren, can be accessed online at www.niost.org.

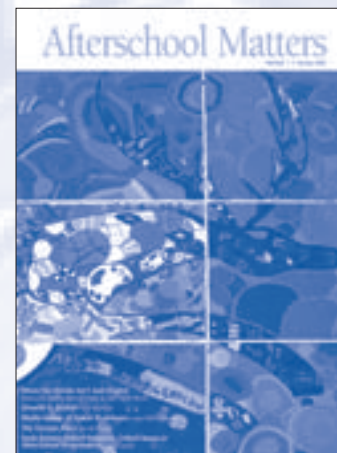
The spring 2009 issue of *Afterschool Matters* was recently distributed and includes articles highlighting middle school-afterschool strategies and out-of-school-time work-based learning experiences for older youth. The NIOST team is actively working on the fall 2009 issue, reviewing the rich variety of rigorous and compelling articles submitted.



EDMUND A. STANLEY, JR. RESEARCH GRANTEES

Four new grantees to the Edmund A. Stanley, Jr. Research program have been selected including: Nancy Peters of the Out-of-School Time Resource Center at the University of Pennsylvania; Judy Nee of the National Afterschool Association; Carter Julian Savage of Society of African American Professionals; and a team of researchers under the direction of Dr. Stephen W. Raudenbush, from the University of Chicago.

NIOST scholars are pleased and excited to have received generous funding from the Robert Bowne Foundation to continue this project into the future and look forward to nurturing the growth and continuation of the initiative. ■



new publications

LANGUAGE, ACCULTURATION, AND ACADEMIC PERFORMANCE AMONG CHILDREN OF IMMIGRANT FAMILIES: A REVIEW OF THE LITERATURE

Flavia C. Perea, Ph.D.

This review discusses the extant literature on acculturation, language use, and proficiency as it pertains to the academic performance of children of immigrant families in the United States. In particular, it explores the different associations found between bilingualism and academic performance, compared to English dominance/monolingualism and academic achievement. Key findings from the research on bilingual education are discussed as well. A summary of the limitations of the existing research are presented. This review concludes with a discussion of the immigrant paradox and recommendations for future research.

2008 / #429 / \$10.00*

CONGREGATING TO CREATE: URBAN YOUTH ACTIVISM THROUGH COMMUNITY MEDIA PRODUCTION

Linda Charmaraman, Ph.D.

This case study explored how San Francisco Bay Area adolescents were empowered through adult-scaffolded media arts activities and, in the process, re-imagined themselves as active citizens engaged with their communities. Through analyzing interviews, field observations, and media artifacts of 14 participants (aged 15-19) over a period of 18 months, three main themes emerged from the triangulation of data: (1) development of self-expression through voicing personal and political views; (2) increasing cultural capital through group ownership; and (3) celebration of diversity within the community. By providing practical recommendations to youth media organizers, this case study may also be of use to teachers, administrators, after-school coordinators, community organizers, and adolescence researchers who are committed to informal learning opportunities for marginalized youth populations.

2008 / #430 / \$10.00*

DISABILITY RIGHTS, GENDER, AND DEVELOPMENT: A RESOURCE TOOL FOR ACTION

Rangita de Silva-de Alwis, LL.M., S.J.D.

Disability Rights, Gender, and Development: A Resource Tool for Action provides valuable insights on the theory and practice of human rights-based approaches to development. It contributes to this body of knowledge by designing innovative approaches to the implementation of the Convention on the Rights of Persons with Disabilities (CRPD) gender-and-child sensitive development activities. Building on existing experience in other human rights conventions, with a focus on the linkages among the CRPD, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and the Convention on the Rights of the Child (CRC), the resource manual is designed to provide an intersectional analysis of the different treaties and build capacity among all stakeholders to use the normative frameworks of the different conventions within a holistic framework of interrelated rights.

2008 / #FD12 / FREE*

IMPORTANCE OF RACE-ETHNICITY: AN EXPLORATION OF ASIAN, BLACK, LATINO, AND MULTIRACIAL ADOLESCENT IDENTITY

Linda Charmaraman, Ph.D. and Jennifer M. Grossman, Ph.D.

This mixed-method study used a grounded theory approach to explore the meanings underlying the importance adolescents attach to their racial-ethnic identities. The sample consisted of 923 ninth through twelfth grade students from Black, Latino, Asian American, and Multiracial backgrounds. Thematic findings identified a broad range of explanations for adolescents' racial-ethnic centrality, ranging from pride and cultural connection to ambivalence and colorblind attitudes. Open-ended responses also varied in their use of racial or ethnic terms to describe their backgrounds. While racial-ethnic groups differed in reported levels of racial-ethnic centrality, few group differences were identified in participants' thematic explanations, with the exception of distinctions within the Multiracial group and across gender. These findings highlight the diversity of meanings adolescents attribute to their racial-ethnic centrality as well as the many commonalities across groups of color, expanding prior work emphasizing mainly Black racial-ethnic identity. They also suggest the need to further explore differences across gender and among Multiracial subgroups, whose variability may offset their commonalities.

2009 / #431 / \$10.00*

PAM ALEXANDER has an article in press for the American Psychological Association's journal, *Psychological Trauma*. "Childhood Trauma, Attachment, and Abuse by Multiple Partners" will be included in a forthcoming issue.

LINDA CHARMARAMAN authored "The importance of audience and agency for representation: A case study of an urban youth media community," to be published in a forthcoming special volume of the *Sociological Studies of Children and Youth: Children and Youth Speak for Themselves*. This article documented how under- and mis-represented youth of color reclaimed voice and agency by utilizing media as a cultural and technological tool to combat prevailing media stereotypes about urban youth.

Eastern Europe and Central Asia Regional Legislative Analysis and Mapping for Regional Partners, by **RANGITA DE SILVA-DE ALWIS** is being published by the United Nations Population Fund. The executive summary will be translated into Russian. This report grows out of the legislative analysis undertaken by the United Nations Eastern Europe and Central Asia (EECA) Regional Office on new developments in the law relating to gender equality in each of the countries in the EECA. An additional paper, "Mining the Intersections: Advancing the Rights of Women and Children with Disabilities within An Interrelated Web of Human Rights," was published by the *Pacific Rim Law & Policy Journal*, Volume 18, Number (January 2009).

TRACY GLADSTONE's recent publications include a review of the prevention literature, "The prevention of depression in children and adolescents: A review" in the *Canadian Journal of Psychiatry*. (Gladstone, T.R.G., & Beardslee, W.R.). She also has two papers on early outcomes from the CATCH-IT intervention: "Randomized clinical trial of an internet-based depression prevention program for adolescents (Project CATCH-IT) in primary care: Twelve-week outcomes" in the *Journal of Developmental and Behavioral Pediatrics*; and "An integrative internet-based depression prevention for adolescents: A randomized clinical trial in primary care for

vulnerability and protective factors" in the *Journal of the Canadian Academy of Child and Adolescent Psychiatry* for which she is a contributing author. A new article, "Prevention of depression in at-risk adolescents: A randomized controlled trial," also co-authored by Gladstone, is featured in a special issue on Child Health of the *Journal of American Medical Association* released on June 3rd.

"Race, Context, and Privilege: White Adolescents, Explanations of Racial-ethnic Centrality," by **JENNIFER GROSSMAN** and **LINDA CHARMARAMAN** is included in the *Journal of Youth and Adolescence*: Volume 38, Issue 2 (2009), page 139.

JEAN HARDISTY has authored *Marriage as a Cure for Poverty? Social Science Through a Family Values Lens*, the second in a two-part report on the rightist roots of marriage promotion. This report addresses the flaws and mis-statements in rightist research, using marriage promotion as a case study. It was co-published in 2008 by Political Research Associates, Somerville, MA and The Women of Color Resource Center in San Francisco, CA. (*These publications are now for sale through the WCW Publications Department: 781-283-2510.*)

RUTH HARRIET JACOBS' poem, "Women of Wisdom" appeared in the March 2009 issue of *Aging, Humanities and the Arts*, published by the American Gerontological Society.

"White Privilege: An Account to Spend," and "White People Facing Race: Uncovering the Myths that Keep Racism in Place," by **PEGGY MCINTOSH** were recently published by the Saint Paul Foundation in Saint Paul, MN. The Foundation funded these papers and McIntosh spoke at the Foundation's Facing Race Ambassador Awards Ceremony when the papers were published in April.

Gender Violence: A Cultural Perspective (Blackwell Introduction to Engaged Anthropology Series), a new text by **SALLY ENGLE MERRY**, provides a concise overview of gender violence, its social context, and important directions in intervention and reform using an anthropological perspective.

JEAN BAKER MILLER is one of the biographies recently added to the *Biographical Dictionary of Women Psychoanalysts* created by Brigitte Nolleke. This is an international, non-commercial, electronic dictionary of distinguished women psychoanalysts, scholars, and practitioners. A link to the U.S. portion of the index can be found at: www.psychanalytikerinnen.de/index.html?usa_biografien.html.

Lisa Fortuna, **MICHELLE PORCHE**, and Margarita Alegria co-authored "A qualitative study of clinician's use of the Cultural Formulation Model in assessing posttraumatic stress disorder" to be published in *Transcultural Psychiatry*. This article describes use of the Cultural Formulation Model (DSM-IV-TR) to provide a framework for improving the diagnostic assessment of Posttraumatic Stress Disorder (PTSD) in culturally diverse patients. Data come from the Patient Clinician Encounter Study (Margarita Alegria, PI), a multi-site study that examines the process of clinical decision-making during an initial clinical intake session.

"Emergence of communication: words, grammar and first conversations," authored by **WENDY WAGNER ROBESON** and Kathleen McCartney, is included in *Revised Infant Toddler guide to language development and communication*; J.R. Lally, P.L. Mangione, & L.L. Young-Holt (Eds.), Sacramento, CA: California Department of Education.

"Measurement uncertainty in racial and ethnic identification among adolescents of mixed-ancestry: A latent variable approach," has been accepted for publication in *Structural Equation Modeling*. Authors are: **ALLISON TRACY**, **SUMRU ERKUT**, **MICHELLE PORCHE**, Jo Kim, **LINDA CHARMARAMAN**, **JENNIFER GROSSMAN**, **INEKE CEDER**, and Heidi Vázquez García.

*Prices do not include shipping and handling. These publications are available through the Wellesley Centers for Women Publication Office: www.wcwonline.org/publications or 781-283-2510.

spotlight on funding

A NEW MODEL: BUILDING BRIDGES BETWEEN RIGHTS MOVEMENTS TO ADVANCE A COMMON PLATFORM OF ACTION

Project Director: Rangita de Silva-de Alwis

Funded by an anonymous source

Women and children with disabilities face double, triple, and multiple discrimination, neglect, humiliation, and stigmatization. The disadvantages women and children with disabilities face in the Asian region are amplified by factors such as race, poverty, social status, and other identities. The Convention on the Rights of Persons with Disabilities, which creates a paradigm change by conceptualizing disability as a human rights issue, provides a powerful framework to hold duty bearers accountable to the rights of all stakeholders including women and children with disabilities. This project will focus on in-country programs in Cambodia, Nepal, and Bangladesh and will focus on Constitutional and law reform, new litigation based on multiple discrimination, and reporting to the international instruments. These domestic programs will be scaled up to a regional project in India and an Asian regional Task Force on Women, Children, and Disability will come out of the May 2009 program in Mumbai. This model illustrates the way in which an innovative model put into place in three countries can be replicated in other countries in the region and inform international norm creation.

CREATING A FAMILY COURT ADVOCACY TRAINING CURRICULUM FOR BATTERED MINORITY AND IMMIGRANT WOMEN

Project Director: Monica Driggers

Funded by the Boston Women's Fund

The research team will develop and pilot-test a new family court advocacy-training curriculum for service providers who work with battered immigrant and minority women. This project is intended to directly affect the lives of battered immigrant women by empowering them with substantive, strategic knowledge. If, through their advocates, the team can teach these women how to best navigate the court system without formal legal assistance, they will become informed consumers of the justice system; better able to insist on fair treatment; and more skilled in accessing the resources that will help them rebuild their lives and regain their sense of security. The content of this curriculum will be based on the results of the

researcher's recent study that revealed the intersecting race, class, and gender biases that battered immigrant and minority women face during divorce and custody proceedings. The team will work with the Massachusetts Office of Victim Assistance to create the curriculum and to hold one pilot "train the trainers" session. The curriculum will be distributed to every domestic violence service agency in the Greater Boston area as well as courts, cultural organizations, and relevant professional organizations.

STUDY OF IMPACT OF 1:1 PC PROJECT

Project Directors: Georgia Hall, Julie Dennehy

Funded by Educational Systems International Inc. (ESI)

This participatory evaluation expands the Centers' international and education research by examining the impact of technology on teaching and learning in Cairo, Egypt. The project looks at the use of individual student laptop computers and smart-boards in public and private schools in Cairo, including President Mubarak's designated Reform Schools. The results will be timely since many schools are interested in implementing or expanding 1:1 PC initiatives. A WCW researcher will be onsite in Cairo through the Spring of 2009 collecting data.

DATING VIOLENCE PREVENTION PROGRAMS IN PUBLIC MIDDLE SCHOOLS: A COLLABORATIVE MULTI-LEVEL EXPERIMENTAL EVALUATION

Project Director: Nan Stein

Funded By: National Institute of Justice

Prime Organization for Award: Police Executive Research Forum

This study is designed to help increase the capacity of schools to prevent Dating Violence/Harassment (DV/H). The long-term goal of this study is to help prevent dating violence, sexual violence, and sexual harassment by employing the most rigorous methods to evaluate strategies for altering the violence-supportive attitudes and norms of youth. The study will evaluate the relative effectiveness of a multi-level approach to DV/H prevention programming (in terms of knowledge, attitudes, intended behavior, behavior, and emotional safety of youth participants) for middle school students in 55 middle schools in a large urban school district.

ADOLESCENT RELIGIOSITY, FAMILY RELATIONSHIPS, AND RISKY SEXUAL BEHAVIORS

Project Directors: Allison Tracy, Jennifer Grossman

Funded By: National Institutes of Health, National Institute of Child Health and Human Development

Prime Organization for Award: Salem State College

This research project is a longitudinal study of religiosity, family relationships, and sexual risk-taking, using secondary data from the National Longitudinal Study of Adolescent Health (Add Health.) The main objective is to investigate a construct, shared religiosity with family, derived from adolescents' and their parents' responses to three religiosity items in the Add Health data: frequency of prayer, importance of religion, and beliefs in biblical inerrancy. We propose to examine this construct as a contributor to adolescents' social capital from family and to their sexual motivations and behaviors. Although our primary interest is in adolescents' early sexual behavior, we will take advantage of Add Health's longitudinal data and explore how these early experiences of shared religiosity and family social capital (e.g., perceived support, communication and shared vision/values, shared activities) might influence sexual histories into late adolescence and young adulthood.

ADDITIONAL FUNDING

RANGITA DE SILVA-DE ALWIS received funding from the United Nations Population Fund to develop a guide *Disability Rights, Gender, and Development: A Resource Tool for Action*.

MONICA DRIGGERS and **ERIKA KATES** received a gift to support the Gender and Justice program in honor of Elizabeth S. Surla.

TRACY GLADSTONE received funding from Children's Hospital Boston under Baer Foundation funds to support her work on prevention of depression among at-risk adolescents.

ERIKA KATES received support from Urban College of Boston to create a longitudinal tracking system and to examine student outcomes.

The **NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME** at the Wellesley Centers for Women received additional funding for trainings, consultations, and evaluations from: United Way of Metropolitan Atlanta; United Way of Massachusetts Bay and Merrimack Valley; City of Cambridge, Agenda for Children; Evaluation of Leading for Quality Initiative; Boston Public Schools, The Department of Extended Learning Time, Afterschool, and Services; New Jersey After 3, Inc.; Capitol Region Economic Council; Framingham Public Schools, and; United Way of Massachusetts Bay.

PEGGY MCINTOSH and the National SEED (Seeking Educational Equity and Diversity) Project received additional funding from the Tennen Foundation and from various individuals.

The **JEAN BAKER MILLER TRAINING INSTITUTE** at the Wellesley Centers for Women received gifts from various individuals.

MICHELLE PORCHE received additional funding for the Collaborative Language and Literacy Instruction Project from the Ohio Educational Development Center. Porche also received supplemental funding from the New Hampshire Charitable Foundation to support her work on addressing traumatic stress among resettled refugee youth.

NAN STEIN received additional funding from the Human and Civil Rights Division of the National Education Association (NEA) to redesign training modules used by NEA Cadre leaders on issues of harassment and bullying.

The **WOMEN'S REVIEW OF BOOKS** received general operating support from the Massachusetts Cultural Council.

short takes



New Postdoctoral Scholar Joins WCW

CORINNE MCKAMEY

recently joined the Wellesley Centers for Women (WCW) as a

postdoctoral research scholar. McKamey completed her Ed.D. at the Harvard Graduate School of Education in 2005. Her dissertation, *"You gotta make Washington High like you"* qualitatively examined the ways that immigrant students from nearly 20 different countries described and constructed cultures of caring in their Boston public high school. One section of this work documented the ways that students collaboratively engaged with their teachers and peers about issues that students cared about—for example, legitimacy, gender and racial equality, and academic success. These cultures of care provided spaces for students with a diverse range of ethnicities, social positions, and experiences to express and attend to their individual and collective needs as learners and participants in a larger school community.

Prior to graduate school, Corinne was a secondary science teacher and curriculum developer in several public, urban schools in San Antonio, TX. During her graduate school studies, McKamey was a researcher on Harvard Project ASSERT (Assessing Strengths and Supporting Affective Resistance in Teaching)—a study that examined teachers' beliefs about how race, class, and gender informed their

relationships with students. More recently she has collaborated with **MICHELLE PORCHE**, WCW senior research scientist, on the Centers' SISTEM (Success in Science, Technology, Engineering, and Mathematics) project. Funded by the National Science Foundation, SISTEM aims to increase understanding of the underlying factors behind the under-representation of girls and women in STEM fields. In addition, it is exploring factors related to the lack of under-represented minority boys in STEM. During her one-year postdoctoral post at WCW, McKamey plans to continue working on this project where she can further her interests in supporting urban students and science education. She is particularly interested in continuing to understand how school contexts shape and are shaped by students' identity development, including students' academic, ethnic, and gender identities.

The postdoctoral program at WCW has three full-time research trainee positions sponsored by the National Institute of Child Health and Human Development (NICHD). The program provides systematic research training for candidates who want to develop expertise in research on childhood and adolescence and investigate variations in race and ethnicity, gender, and social class and how these interact with risk and resiliency factors in human development. McKamey is the final postdoctoral trainee selected under this NICHD grant.

Appointments

JUDITH JORDAN, PH.D., director of the Jean Baker Miller Training Institute at the Wellesley Centers for Women, has been elected to Fellow Status in the Psychotherapy Division of the American Psychological Association (APA). Fellow status in APA is awarded to psychologists in recognition of outstanding contributions to psychology.

NAN STEIN, ED.D., senior research scientist at the Wellesley Centers for Women, has been invited to participate in a new collaborative project between the Minnesota Center Against Violence and Abuse (MINCAVA) and the Office on Violence Against Women (OVW). The organizations are creating a national network of experts who can help shape media and policy approaches to national issues concerning violence against women. The network will be part of the Rapid Response Project, which is designed to quickly provide accurate research and context to legislators, reporters, and policymakers. The Rapid Response Project will: (1) provide research-based support for national statements on violence against women in response to requests by OVW or other governmental and non-governmental organizations; (2) inform the national media discussion about violence against women; and (3) prepare for issues that are likely to arise in the near future.

The Women's Sports Leadership Project

The Women's Sports Leadership Project, led by **LAURA PAPPANO**, writer-in-residence at the Wellesley Centers for Women, is a new initiative at the Centers. The project's overarching goal is to collect, analyze, and disseminate information on gender disparities in organized athletics for the purpose of articulating a new vision of female leadership that legitimizes and connects athletic experience to off-the-field skills. In connecting athletics with economic, social, and political power, this project seeks recognition that organized athletics has a democratic role and responsibility to promote gender-equitable policies and practices.

The project includes research components related to:

- Collecting and analyzing data on ticket prices for college sports
- Considering the implications of athletic rule differences between men's and women's "versions" of sports
- Articulating legal barriers that remain (despite passage of Title IX)
- Articulating and gaining broad recognition for the breadth and value of the female athletic experience

FAIR GAME NEWS.com

FairGameNews.com is a news website dedicated to reporting on and commenting/blogging about gender equity issues in sports, and connecting via the web individuals interested in the importance of athletics to social, political, and economic fair play. **LAURA PAPPANO**, writer-in-residence at the Wellesley Centers for Women, has taken the lead on making this online tool a reality. FairGameNews.com will also offer Wellesley College students the opportunity to develop online journalism, writing, and technology skills. Take a look and post a comment.

Traumatic Stress & African Refugees in New Hampshire

MICHELLE PORCHE, ED.D., senior research scientist at the Wellesley Centers for Women, and colleagues Lisa Fortuna and Stanley Rosenberg, have released the final report of the Community Dialogue and Needs Assessment for Addressing Traumatic Stress among Resettled African Refugee Youth in New Hampshire (www.wcwonline.org/nhrefugee). The project utilized interview and community dialogue strategies for integrating youth, family, provider, school, and community knowledge and expertise towards addressing refugee mental health needs especially as it relates to trauma and in the context of resettlement. Youth and their families were seen at the center of this dialogue as critical informants and participants in intervention planning. This is part of an ongoing effort for dissemination of results locally to stakeholders and more widely to researcher and practitioner audiences. Results will be used to develop pilot intervention projects for resettled youth and families.

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Enhancing Youth Workers Professional Development in NYC

Over the past two years, the Department of Youth and Community Development (DYCD) in New York City has convened a series of meetings with stakeholders representing academia, technical assistance providers, community-based organizations (CBO), DYCD staff, and other city agencies. Facilitated by Ellen Gannett, M.Ed., director of the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women, and NIOST trainer Marta Gredler, these meetings offered the opportunity to think collectively about how the City's professional development system for youth work professionals might be strengthened. The information will guide the RFP process for the Department of Youth and Community Development, outcomes, and expectations for youth programming and will develop professional development training opportunities for youth workers in DYCD funded CBOs. The end result is the development of a set of core competencies for youth work professionals in elementary and adolescent programs.

Last fall and winter, more than 50 stakeholders and DYCD staff came together to identify core competency areas for supervisors, site coordinators, and program directors who oversee direct service staff, and to create an action plan for drafting competency indicators for supervisors. Participants had the opportunity to review the core competencies for youth work professionals, which was used as the groundwork for the discussion on competencies for supervisors. Discussions and small group activities centered around the importance of competencies for supervisors, identifying knowledge and specific skills of supervisors, and the national context and overview of the current work going on in this arena. In addition, Yael Bat-Chava, director of Program Evaluation & Management Analysis at New York City DYCD, presented an overview of research findings on youth worker and supervisor competencies.

New Online Training for Out-of-School-Time Providers

The **NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME (NIOST)** at the Wellesley Centers for Women is pleased to announce that interactive online training for the powerful evaluation tool, Survey of Afterschool Youth Outcomes (SAYO), is now available for purchase on NIOST's website.

SAYO measures outcomes in eight areas that research suggests are linked to long-term positive development, and academic and life success. SAYO uses brief pre- and post-participation surveys to collect data from day-school teachers and afterschool staff in a "menu" approach. SAYO and the Assessing Afterschool Program Practices Tool (APT) comprise the Afterschool Program Assessment System (APAS), which allows users to focus on evaluating specific, observable practices rather than more general quality characteristics.

SAYO surveys are easy to administer and the SAYO training offers step-by-step instructions that show program staff how to collect data effectively and responsibly, and how to analyze, interpret, and use their results for long-term program improvement. For more information, visit www.niost.org or call 781-283-2547.



UPCOMING PRESENTATIONS

ERIKA KATES will present "Barriers to Education for Low Income Women of Color and Immigrants in Boston" at the Annual Conference of the Society for the Study of Social Problems in San Francisco, CA in August. The conference theme is Race, Ethnicity, and the Continuing Problem of the Color Line. Learn more: www.ssspl.org

MICHELLE PORCHE, CORINNE MCKAMEY, and Peter Wong will present "Positive Influences of Education and Recruitment on Aspirations of High School Girls to Study Engineering in College" at the Annual Meeting of the American Society for Engineering Education in Austin, Texas in June 2009. Learn more: www.asee.org

JENNIFER GROSSMAN and **MICHELLE PORCHE** will present "Perceived Gender and Racial Barriers to Urban Adolescents' STEM Engagement" at the Annual Meeting of the American Psychological Association in Toronto, Canada in August, 2009. At this meeting, Porche will also co-present "Past Traumas and New Adjustments: African Resettled Refugee Youth in Rural New Hampshire" with Lisa Fortuna and Stanley Rosenberg. Learn more: www.apa.org

RECENT PRESENTATIONS

SUSAN MCGEE BAILEY offered remarks at "Post-Election: What's Next for Women and the Media," a special program in New York, NY organized by Wellesley Centers for Women (WCW) which featured Michelle Bernard, Michelle Caruso-Cabrera, Ellen Levine, Diane Sawyer, and Lynn Sherr in November. The program can be viewed online at www.wcwonline.org/videoarchive. Bailey offered a keynote, "Gender Equitable Education, Where Are We?" at the National Organization for Women-Massachusetts Annual Meeting in Cambridge, MA last December. She also served as moderator for "Early Child Care and Education: Linking Research, Practice, and Policy," a program sponsored by WCW and held in Seattle in February.

LINDA CHARMARAMAN presented "Adolescent Notions of Social Justice and Feminism: An Exploratory Case Study of a Girls' Media Program" at the annual meeting of the American Educational Research Association in San Diego, CA in April, where she discussed how a specific journalism mentoring program nurtures minority girls' development through a social justice educational media framework.

ELLEN GANNETT presented on APAS and Workforce Issues at the Beyond School Hours XII National Conference in San Francisco, CA in February and at the National AfterSchool Association Convention in New Orleans, LA in April. She presented on After School Quality (ASQ) for Summer Programming at the National Conference on Summer Learning in Chicago, IL, also in April. In March, Gannett was a presenter during Harvard University's Diversity and Outreach in Mathematics and Engineering symposium for administrators and educators in Massachusetts and the Greater Boston area.

TRACY GLADSTONE made two presentations on preventing depression in at-risk children at the 2009 Biennial Meeting of the Society for Research in Child Development in Denver, CO in April. Both were part of a symposium entitled: Prevention of Depression in Youth: Importance of the Family Context.

GEORGIA HALL presented, "Trends in Out-of-School Time Programming, Performance, and Outcomes," at the American Educational Research Association in San Diego, CA in April.

JEAN HARDISTY offered the keynote address, "Reflections and Analysis: Deepening Our Philanthropy to Maximize this Moment of Opportunity," at the California Women's Foundation's Inaugural Women's Philanthropy Retreat, in January 2009.

LINDA HARTLING served as the co-facilitator of the Human Dignity & Humiliation Studies Workshop on Humiliation and Violent Conflict held at Columbia University in New York, NY in December, which attracted more than 50 scholars, activists, and practitioners from across the country and around the world. She was also moderator of the evening program which was open to the public.

JUDITH JORDAN served on a panel opened by His Holiness the 14th Dalai Lama, Tenzin Gyatso, during the Meditation and Psychotherapy: Cultivating Compassion and Wisdom conference organized by Harvard Medical School's Department of Psychiatry in Boston in May.

ERIKA KATES presented on a panel, "Low Income Women, The Job Market And Shrinking Access To High Education," at the Symposium on Women, Welfare, and Higher Education, Brooklyn College, NY in March.

The **JEAN BAKER MILLER TRAINING INSTITUTE** at the Wellesley Centers for Women held its Relational Mindfulness Workshop at Wellesley College in March. This workshop explored how mindfulness, as it is evolving from Buddhist psychology, can contribute to Relational-Cultural Theory (RCT) and the practice of psychotherapy.

SALLIE DUNNING and **NANCY MACKAY**, from the **OPEN CIRCLE** program at the Wellesley Centers for Women, presented a workshop, "What's Emotion Got to Do With It?: Linking Social and Emotional Development

with Academic Success," at the Massachusetts School Counselors Association in April.

LAURA PAPPANO, co-author of *Playing With the Boys: Why Separate is Not Equal in Sports*, joined with documentary filmmaker Theresa Moore (License to Thrive: Title IX at Thirty-Five) to speak on "A Historical Perspective on Women's Athletics" at Yale University in February. The talk was sponsored by WISER, Yale's Women's Intercollegiate Sports Endowment and Resource, and included a discussion with student athletes about equity issues in sport. Pappano, a former Varsity Yale field hockey player, is currently working on The Women's Sports Leadership Project at WCW.

FLAVIA PERÉA presented at numerous conferences during the fall semester on her work with immigrant and minority children, families, and communities, in the area of public and community health. She presented on two panels at the American Public Health Association annual conference, San Diego, CA in October: "Success stories: Community-based public health efforts to inform politics, policy, and public health" and "Massachusetts Health Reform: Eliminating Disparities and Creating Health Equity." In December, she co-presented two papers on health education at the Medical Education for the 21st Century—Teaching for Health Equity in Havana, Cuba. Also in December, she co-presented on an asset-based approach for fostering public and political will, and coalition development at the National Institutes of Health Summit: The Science of Eliminating Health Disparities in National Harbor, MD. In April, Peréa presented a study of language and the education of immigrant children, at the Biennial Meeting of the Society for Research in Child Development in Denver, CO.

MICHELLE PORCHE, CORINNE MCKAMEY, and Judy Chu presented "High School Students' Masculine and Feminine Gender Ideology and College STEM Aspirations," related to their Success In Science, Technology, Engineering, and Math research project, at the Annual Meeting of the American Educational Research Association in San Diego, CA in April.

NAN STEIN was a presenter on the panel, "Keeping Rights Alive in Our Public Schools" at a program organized by the American Civil Liberties Union of Massachusetts in February in Boston, MA. In April, Stein presented "What a Difference a Word Makes—Sexual Harassment or Bullying? What's the Law Got to Do with It?" at the National Education Association's 2009 Women's Summit: Achieving Gender Equity for Women and Girls in Education in Washington, DC. Stein also presented "Bullying and Victimization Among Students in Special Education and General Education Curricula" during a symposium on Risk, Resilience, and Intervention: Examining School-Related Maladaptive Behaviors at the American Educational Research Association in San Diego, CA in April.

commentary | *So Sexy So Soon*

THONG PANTIES AND PADDED BRAS FOR SEVEN-YEAR-OLD GIRLS ARE SOLD THESE DAYS AT MAJOR DEPARTMENT stores. Tiny pink high-heeled shoes are advertised for babies. Risqué Halloween costumes for children (such as “Pimp Daddy” and “Child Ho”) fly off the shelves. T-shirts for toddler boys proclaim “Chick Magnet” and “Pimp Squad.” Little girls go to makeover parties and spas, and teenagers are encouraged to dress and behave like strippers and porn stars. F.C.U.K. is the name of an international clothing chain popular with young people.

Some of the cover stories for recent issues of magazines popular with young teenage girls include “15 Ways Sex Makes You Prettier” and “A Shocking Thing 68% of Chicks Do in Bed.” “Grand Theft Auto,” a video game especially popular with teenage boys, allows the gamer to have sex with a prostitute in a stolen car and then murder her. The latest version sold six million copies in its first week and grossed five hundred million dollars.¹

I started talking about the sexualization of children way back in the late 1960s, when I began my work on the image of women in advertising. The first version of my film “Killing Us Softly,” made in 1979, included an ad featuring a sexy little girl and the slogan “You’re a Halston woman from the very beginning.” I knew something was happening, but I had no idea how bad it was going to get.

Rapid advances in technology have made readily available to most American children devices and methods of communication that, if imagined at all, belonged to the world of science fiction not that long ago—the Internet, cell phones, handheld computers, email, text messaging, video games, hundreds of cable channels, and more. Among other things (some quite marvelous), these devices make pornography not just accessible, but inescapable. Twelve percent of all Web sites are pornography sites and twenty-five percent of all search engine requests are for pornography.²

Images that previously belonged to the world of pornography are now commonplace in family magazines and newspapers, in TV commercials, on billboards, online. Today’s children are bombarded with graphic sexual content that they cannot fully process or understand and that can even frighten them. Developmentally incapable of interpreting it as adults do, they struggle to make sense of it. Meanwhile, they are robbed of valuable time for working on the age-appropriate developmental ideas and tasks necessary to lay the foundation for positive sexual relationships in the future. Whatever their race, ethnic group, economic status, or gender, and whether

they can afford to buy a lot or very few of these products, children are deeply affected.

At the same time, the United States remains the only developed nation that doesn’t teach comprehensive sex education in its schools. What many people don’t realize is that our children are getting massive doses of sex education—from the commercial culture. And they learn very harmful attitudes about sex and their own sexuality. They learn that sex is the defining activity in relationships, to the exclusion of love and friendship. They learn that sex is often linked to violence (an obviously dangerous and disturbing connection). And they learn to associate physical appearance and buying the right products not only with being sexy but also with being successful as a person. Such messages can shape their sexual attitudes and behavior, values, and their capacity for love, connection, and healthy relationships well into adulthood.

Although the sexual sell is at a fever pitch throughout all forms of the media, depictions of sex as an important and potentially profound human activity are notably absent. Couples in ads rarely look at each other. “Names optional” says a Budweiser ad featuring an entwined couple—get drunk, have sex, you don’t even need to know the name of your partner. Men and women in music videos use each other. It is a cold and oddly passionless sex that surrounds us. A sense of joy is also absent; the people involved often look either hostile or bored. The real obscenity is the reduction of people to objects. Our culture is sex-crazed and sex-saturated, but strangely not erotic. As French philosopher, Roland Barthes said, speaking of Japan, “sexuality is in sex, not elsewhere; in the United States, it is the contrary; sex is everywhere, except in sexuality.”³

One of the challenges in discussing this topic is distinguishing

sexualization from sexuality. We are all sexual beings from birth and that is to be celebrated. Not at all the same as sexuality or sex, sexualization has to do with treating other people (and sometimes oneself) as things, as objects. Sexualization is especially problematic to children and adolescents who are developing their sense of themselves as individuals and as sexual beings. Perhaps most damaging of all, sexualized children learn to sexualize themselves, to see themselves as objects. Girls are especially conditioned to do this, as they learn that sexualized behavior and appearance are often rewarded by society.

But sexualization is also harmful to boys. Men who have been conditioned to judge women by the current standard of beauty and to compare real women with the idealized images in the popular media and pornography often find it difficult, if not impossible, to feel empathy for women. These men may find it impossible to have deep and fulfilling intimate relationships with their partners, with their children, with anyone. More and more research, including research on the brain, is attesting to the importance of attachment for all human beings, men as well as women.⁴ Yet boys are still socialized in a way that makes attachment and intimacy more difficult to achieve. This is a very high price to pay.

Sexualization fosters sexist attitudes and encourages sexual violence. It is also very likely that the sexualization of children in the media contributes to the increase in child pornography, sex trafficking, and the sexual abuse of children.⁵

When sex in the media is talked about, it is often criticized from a puritanical perspective—there’s too much of it, it’s too blatant, it will encourage kids to be promiscuous. But sex in commercial culture has far more to do with trivializing and objectifying sex than with promoting it, more to do with consuming than with connecting. The exploitation of our children’s sexuality is in many ways designed to promote consumerism, not just in childhood but throughout their lives. These sexual images aren’t intended to sell our children on sex—they are intended to sell them on shopping. This is the intent of the marketers—but an unintended consequence is the effect these images have on real sexual desire and real lives.

It is critical to address this from a progressive point of view, a point of view that does not deny the sexuality of children and teenagers but that refuses to allow it to be

colonized by marketers or demonized by the right. It is the corporate exploitation of our children’s sexuality that is disgusting and dangerous, not the sexuality itself. We need more honest and open information about sex, not less.

The most important thing parents can do for their children is to connect deeply and honestly with them. The research is clear—good relationships create the resilience that prevents dangerous, acting-out behaviors in our children.⁶ Of course, this comes as no surprise to people familiar with the work of the Wellesley Centers for Women.

Today there is a grave disconnection between the values caring adults want to convey to children about sex and sexuality and the messages conveyed by the popular culture. In the past the prevailing cultural messages were more compatible with the values and goals that most parents held for their children. As the late George Gerbner, one of the world’s most respected researchers on the influence of the media, said, “For the first time in human history, most of the stories about people, life, and values are told not by parents, schools, churches, or others in the community who have something to tell, but by a group of distant conglomerates that have something to sell.”⁷

The sexualization of childhood is a public health problem that goes far beyond the home. It affects all of us. And it is increasingly a worldwide problem. The world is fast becoming a global marketplace controlled not by individual governments but by transnational conglomerates interested only in profit and willing to exploit children, even to hijack their sexuality, in pursuit of it.

Although there is a great deal that we can do as individuals, we cannot solve this problem until we act together to change the world our children live in.

We need to encourage citizen activism and protests. We need to teach media literacy and sex education in our schools. We also need to learn and to teach about healthy relationships, what Jean Baker Miller called “growth-fostering connections.”

We don’t lack information about what is necessary to create a healthier environment for our children. What we have lacked is the political will to achieve it. Perhaps now, with new leadership, this can change. Indeed it must change. As Nelson Mandela said, “We must turn this world around—for the children.”⁸ ■



JEAN KILBOURNE, Ed.D., senior scholar at the Wellesley Centers for Women, is internationally recognized for her pioneering work on alcohol and tobacco advertising and the image of women in advertising. Her newest book, *So Sexy So Soon: The New Sexualized Childhood and What Parents Can Do to Protect Their Kids*, co-authored with Diane E. Levin, was published in 2008. Her book, *Can’t Buy My Love: How Advertising Changes the Way We Think and Feel*, won the Distinguished Publication Award from the Association for Women in Psychology in 2000. She is also known for her award-winning documentaries *Killing Us Softly*, *Slim Hopes*, and *Calling the Shots*.

¹Matt Vella, “Grand Theft Auto Rakes in Record Sales,” *BusinessWeek*, May 2008 (retrieved from: www.businessweek.com/innovate/gamesinc/archives/2008/05/grand_theft_aut.html).

²American Psychological Association Task Force. Report of the APA Task Force on the Sexualization of Girls. Washington, DC: American Psychological Association, 2007, p.11.

³Roland Barthes. *The Empire of Signs* (1970), quoted in E. White, “From Albert Camus to Roland Barthes,” *New York Times*, September 12, 1982, section 7, p. 1.

⁴David Brooks, “Of Human Bonding,” *New York Times*, July 2, 2006 (retrieved online at www.nytimes.com).

⁵APA, *Sexualization of Girls*, p. 35.

⁶C. Dooley and N. Fedele, “A Response to the Columbine Tragedy,” *Connections* (Jean Baker Miller Training Institute, Wellesley Centers for Women, Spring 1999), p. 2.

⁷George Gerbner, “Television Violence: The Art of Asking the Wrong Question,” (July 1994), in *The World & I: A Chronicle of Our Changing Era*, p. 385 (retrieved online from the Center for Media Literacy, www.medialit.org/reading_room/article/459.html).

⁸In a speech at the launch of the Say Yes to Children Campaign in 2000, quoted by Raffi Cavoukian in *My Hero: Extraordinary People on the Heroes Who Inspire Them* (New York: Free Press, 2005), p. 164.

HOW WERE YOU INTRODUCED TO THE WORK OF THE WELLESLEY CENTERS FOR WOMEN (WCW), AND WHAT BROUGHT YOU HERE?

As a Wellesley graduate, I'd heard about the Centers since their founding in 1974—it was the Center for Research on Women back then. I had always felt the Centers' work was the kind of thing that Wellesley should be doing. Nobody else was looking at issues from the perspectives of women in the way that the Wellesley Centers were; and I believe that when you present people with reliable, reputable research about a problem, you take a giant step toward convincing them that it needs to be addressed. I had used some of the Centers' materials in my own work in Washington, DC. So when I was invited to apply for the job of executive director and was offered the position, I was delighted.

WHAT MAKES WCW UNIQUE?

Several things... we were the first and are still the largest research center in the country focusing on women's perspectives and experiences. Furthermore, it's rare for an undergraduate college to have a separate research center and at the same time, compared to university-based research centers, we're quite large, with an annual budget of \$7-\$7.5 million dollars. Of course, growth for its own sake has no particular value. But growth because we're asking important questions and addressing pressing needs is significant.

We also have a strong grant funding record.

WHAT ACCOUNTS FOR THESE SUCCESSES?

I think the fact that we've built a strong reputation is key. This flows from superb staff throughout the Centers. We not only have top-notch researchers and innovative programmatic and training staff, we have excellent administrative staff—all committed to our goals and mission. We're doing sound, scholarly work that has helped to shape public discussion and we've demonstrated that relevant research and innovative pilot projects can help power social change.

It's important to understand our two-part mission. One role is to ask thoughtful questions related to women's lives and to undertake solid research that grows from these questions. The other is to make sure that our findings reach a large public audience so they can affect public policy and practices. WCW researchers have testified in state and federal legislative settings and we have distributed our work widely. We are more activist- and policy-change oriented than most university-based researchers. Of course, we do publish in scholarly journals, but

we also have a clear focus on action. Several of our projects incorporate important components of curriculum development and training, another way of making sure that the work reaches the general public and influences people, policy, and practice.

LET'S GO BACK. THIRTY-FIVE YEARS AGO, WHY DID WELLESLEY COLLEGE DECIDE IT NEEDED A CENTER FOR RESEARCH ON WOMEN'S ISSUES?

The spirit of the Centers goes all the way back to the College's founding in 1870. Founder Henry Durant said that the purpose of higher education for women was "revolt against the slavery in which women are held by the customs of society." Wellesley College was founded to empower young women to lead this "revolt."

A century later, in the early 1970s, the College grappled with the idea of admitting men. The faculty voted "yes," but the trustees said "no." Since it was going to remain a women's college, President Barbara Newell and Dean Alice Ilchman decided it was appropriate for Wellesley to have a center that would look at issues of importance to all women in a time of rapid social change. In 1974, at the establishment of the Center for Research on Women, President Newell declared that its purpose was to "make an historically women's college really meet the challenge of the women's movement of the 1970s."

DURING THE 35 YEARS SINCE THEN, WHAT WOULD YOU SAY HAVE BEEN WCW'S MAIN CONTRIBUTIONS TO THE ACHIEVEMENTS OF THE WOMEN'S MOVEMENT?

Women have made a great deal of progress in almost every arena. However, we have not achieved the goals or the gains envisioned in the optimistic mood of many feminists in the late 1960s and 70s.

One area where the Centers have made a major difference is afterschool care and early child care. We were the first in the country to respond with research to the urgent need for afterschool care for children, and for over three decades we've continued to work on both early child care and care for school-age kids. In fact, in regard to out-of-school time, it's fair to say that our research, policy development, and training programs have set the standards and shaped many of the local, state, and federal policies that are now in effect.

The balance of work with family life has always been important issue for the women's movement and for the Centers. The

I BELIEVE THAT THE ONLY WAY SOME OF THE CHANGES THAT NEED TO HAPPEN WILL HAPPEN IS WITH WOMEN LEADING THE WAY.

work on early child care and after-school is one way we address these issues, but we've also led the way in examining the stresses associated with both women's and men's roles at home and in the workplace. Work and family are not women's issues, they are men's and women's issues.

Since our earliest years we've helped raise awareness and shape the public dialogue on gender equitable education. We have maintained a steady focus on the underrepresentation of girls and women in science, technology, engineering, and mathematics—subjects now known as STEM. One of the very first projects here, in 1975, was a project on women and math headed by Alice Shaffer, a math professor at Wellesley College; today one of our newest projects is funded by the National Science Foundation and focuses on girls and STEM. *How Schools Shortchange Girls*, published in 1992, is credited with influencing federal legislation on programs for girls in science and math and inspiring community-based programs in these fields for girls across the country.

Other school-related problems we've focused on include peer sexual harassment, teasing, and bullying. Our research has raised public awareness on these serious issues in schools not only in the U.S. but around the world.

Diversity is a critical aspect of educational equity that we've done a lot of work on. You can't look at questions of gender without also considering race, class, and sexual orientation—all classifications by which people are judged and compartmentalized and held down. Under the leadership of Peggy McIntosh, we pioneered work on white privilege. Peggy and the training program she directs, the National SEED [Seeking Educational Equity & Diversity] Project, have worked on diversity issues with tens of thousands of teachers across the nation and in 11 other countries.

We've also worked to improve the well-being of young children and adolescents. Our Open Circle program helps promote the social, emotional, and academic development of children through supportive, safe, and respectful learning communities in elementary school. And our work through the Stone Primary Prevention Initiatives program focuses on research and evaluation designed to prevent the onset of mental health concerns in children and adolescents.

Work on women's psychological growth and development has been another hallmark of the Centers. Jean Baker Miller and her colleagues looked at the importance of relationships and connections and developed Relational-

Cultural Theory. Their work turned many of the traditional assumptions of psychology upside down, demonstrating that women are not "too codependent," not "too interdependent," but that relational tendencies are a strength women bring to relationships that all people need—a model for men as well as women. The Jean Baker Miller Training Institute is continuing and expanding this work.

Our work on women's leadership has taken a variety of forms—for example, identifying factors that help women succeed and organizational structures that support or hinder women's growth. Our report on *Critical Mass on Corporate Boards* identified that at least three women were needed on a corporate board in order for the board to truly benefit from their contributions and perspectives. Our leadership institutes for workers in after-school care, which we held for many years, were designed to strengthen this essential vocation and to empower its practitioners, who are often undervalued and underpaid. And of course, all our work for gender equitable education is trying to ensure that young girls can prepare for leadership through the freedom and encouragement to speak up and speak out, and feel confident and comfortable doing so.

Right here at the Centers, we're getting some very impressive data regarding the young women who've come for a year or two of our post-doctoral training program and then gone on to do some wonderful things. They're demonstrating a kind of "thought leadership" that's influencing their academic fields and, in some cases, public policy programs. They're young, but my bet is that some of them are going to move to the top of their fields.

CLEARLY, LOTS OF PROGRESS HAS BEEN MADE. WHICH ISSUES DO YOU SEE AS MOST PRESSING NOW—FOR THE CENTERS, AND FOR THE WOMEN'S MOVEMENT?

I am unhappy to say that many of the concerns we've worked on for the last 35 years remain pressing issues. In some ways, we've lopped off the easy pieces... for the most part it's no longer a question of equal access for women and girls in terms of law. But what happens once you've gotten access to an educational program or an employment opportunity? Barriers, sometimes subtle, remain and biases linger.

Meanwhile, a woman still earns only 78 cents to a man's dollar and the average minority woman is paid little more



SUSAN MCGEE BAILEY, Ph.D. has served as executive director of the Wellesley Centers for Women (WCW) since 1985. She was the principle author of the widely cited 1992 AAUW report, *How Schools Shortchange Girls*. Learn more at www.wcwonline.org/keypeople/bailey.html.

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than half of what the average white male receives. Single mothers are especially vulnerable to job loss, and victims of domestic violence show lower employment rates than other women. So improving the economic security of women and families remains a major concern.

In terms of work/family balance and the equal sharing of responsibilities for daily living, we still have a long way to go. Too often things like child care are assumed to be the responsibility of the individual when solutions lie in community wide responses. Gender-role stereotypes are still strong, even if slightly less pervasive, and equity in education has not yet been achieved. This must be a major concern for all of us who care about the future of our nation.

Unfortunately, gender violence, in all aspects of the lives of women and girls, remains a critical barrier, not only to physical and psychological health, but to employment and education. Our work on family violence in the U.S. military led to the new policies and programs on prevention and intervention for the Navy, and in 2004 we held an international conference on understanding violence against women. Continued work on the causes, consequences, and prevention of gender-based violence is urgently needed, not only in the U.S. but around the world,

WHAT INITIATIVES DO YOU SEE THE CENTERS UNDERTAKING?

We'll continue to work on the matters of social policy, economic security, and the educational concerns we have focused on since our founding, including those I've just mentioned.

We'll be doing more international work. We've built strong relationships with the U.S. Department of State, agencies of the U.N., non-governmental organizations, and legal advocates across the globe. We're not trying to become an international research center in a traditional sense, but rather we are and will continue to work as part of the global women's movement. We want to make sure that our work in the U.S. is informed by work going on in other parts of the world, and at the same time be helpful to women in other countries by sharing what we've learned here.

We're reaching beyond our present concentration of work with women leaders across Asia to

do more in the Middle East, Africa, and Central Asia, pursuing the question of women's human rights in a way that's focused and intellectually sound.

The framing of many women's issues as human rights issues is a relatively new and critically important framework. Human rights are broader than civil and political rights. Our programs using law and policy-making to support the rights and the welfare of women and children are important and very exciting for all of us!

An essential part is women's leadership. I believe that the only way some of the changes that need to happen *will* happen is with women leading the way.

WHAT ABOUT FUNDING FOR THESE NEW INITIATIVES?

It's very much needed. Despite the fact that we've been quite successful in getting some of our international work going, it's still a struggle to keep it funded. We need people with expertise in Africa and Latin America so that we can successfully extend significant work in these areas. We also need the infrastructure, the administrative support for this work. That kind of support is especially important as we do more internationally, because all sorts of issues such as travel, visas, and transferring funds are more complex and expensive.

We also need an economist who can bring the perspectives and insights of this field to our research. New work and investments in scholars such as an economist often require 'seed' funding. Our track record is strong in this respect. For example, 19 years ago when issues of sexual harassment in schools were barely acknowledged, we appealed to our individual donors for funds to help us bring Nan Stein, one of the few in the country with expertise in this area, to the Centers to investigate the ways these issues played out in classrooms. The generous support of WCW friends provided initial start up funds for her research. Almost 20 years later Nan is still pursuing issues of gender violence and bullying in schools; work that has been funded by grants from private and governmental programs for many years.

The international work of Rangita de Silva-de Alwis is another, more recent, example. Rangita

came to WCW three years ago with only partial funding, but with many innovative and exciting projects in mind. Because we had a generous Keon International Understanding Fund to draw on, we were able to supplement Rangita's salary for the first year or so until she, too, was able to fund her work from outside sources. An initial investment in cutting-edge work is critical, once the work is started and the findings disseminated, major funding can be secured by writing proposals to governmental agencies and private foundations.

YOU HAVE AN AMBITIOUS ANNIVERSARY GOAL OF RAISING \$3.5 MILLION TO PURSUE INITIATIVES LIKE THOSE YOU'VE DESCRIBED. IN THIS ECONOMICALLY DIFFICULT TIME, WHY SHOULD PEOPLE GIVE TO WCW?

It's always a hard sell to generate funding for research and policy action projects, because you don't see immediate results. When you fund hungry children or provide protection and support for battered women, you're touching someone's life directly and making an immediate difference. This work is important, but it is a bandage; you're solving an immediate problem, but you're not necessarily preventing its recurrence. Solid research and good action programs can help us get at the heart of problems and better understand them. This knowledge and insight can empower advocates, activists and policymakers to take action—action that addresses root causes and prevents rather than merely treats problems.

No matter how tight the economic times or how difficult it is to raise money, I believe that it's never been more important to do this work. There is more awareness, more public discussion, and more hope for social change today than there has been in some time. We all need to invest our money wisely, and an investment in the kinds of work we do here is an investment that will both save money in the long term and make a positive difference in many, many lives. Our work has never been more relevant or more needed. We need to seize these new opportunities. ■

global connections

Human Rights Frameworks Integral to WCW Global Work

Rangita de Silva-de Alwis, LL.M., S.J.D., director of International Human Rights Policy Programs at the Wellesley Centers for Women, reflects on ways the Universal Declaration of Human Rights informs the Centers' newest international work.

WHAT DOES THE UNIVERSAL DECLARATION OF HUMAN RIGHTS PROVIDE FOR CITIZENS OF THE WORLD?

RD: We are marking the 60th anniversary of the Universal Declaration of Human Rights (UDHR) and all that has grown from it—most especially the nine human rights treaties. The Convention of the Elimination of Discrimination against Women (CEDAW) and the Convention on the Rights of the Child (CRC) are two of the most important progeny of the UDHR. They are also the two conventions that shape and define most of the human rights work that we are engaged in here at the Wellesley Centers for Women (WCW).

When I examine each of the human rights treaties in a holistic framework, I see the core values that interrelate and form the overarching themes of all of the human rights norms. These cornerstones are as follows: 1.) equality of all persons; 2.) participation—the participation of all persons including women, children, and persons with disabilities;

3.) indivisibility, which means all of these rights are equal, there is no hierarchy among rights; and lastly, accountability. These treaties can be used to hold accountable all duty bearers and stakeholders so that rights holders have a remedial cause of action. These values shape and transform our work here at WCW.

NOT EVERY COUNTRY OR COMMUNITY HAS THE INFRASTRUCTURE OR THE RESOURCES THEY NEED TO IMPLEMENT CHANGES THAT REFLECT THE TREATIES. HOW DO YOU USE THESE FRAMEWORKS WHEN YOU WORK WITH GRASSROOTS ADVOCATES TO PROMOTE WOMEN'S HUMAN RIGHTS?

RD: We look at the treaties in a very strategic and operational way in order to actualize the rights at a concrete level. We first do a needs assessment in consultation with our partners on the ground—what are the most urgent pressing needs, what



Attendees at the Bangladesh conference, "Implementation of UN Convention on the Rights of Persons with Disabilities," included: (front row, second from right to left): WCW's Rangita de Silva-de Alwis with the Bangladesh Attorney General and the Secretary of the Ministry of Social Affairs.

are the most vulnerable communities, what are the emerging new developments in law and policy, what are the opportunities and entry points for reform, what is the most compelling issue, and what, to some extent, is the issue that will have the most transformative impact?

As an example, the Asia Cause Lawyer Network (ACLN) was born out of the need for women human rights lawyers to come together and share strategies in order to strengthen not only their independent, individual work but also their collaborative action. What I found from the needs assessment is that we need a strong network of women's human rights lawyers who can address women's human rights in and outside of the court. This network augments their voices, scales up their work to a regional level, provides a clearinghouse of information and builds a platform for very cutting-edge work that they do individually and collaboratively on the domestic and regional level.

CAN YOU TELL US MORE ABOUT THE CENTERS' NEWEST WORK ON THE RIGHTS OF WOMEN, AND CHILDREN, WITH DISABILITIES?

RD: Yes, the unique work of the ACLN; the Women and Children; the Human Rights Relationship in Asia program; and the China Gender and Law projects provided us with valuable incubators for some of our newest initiatives. For example, we have chosen two members of the ACLN network, the Bangladesh National Women Lawyers Association, the Forum for Women, Law, and Development in Nepal, and Mekea Strey in Cambodia, with whom we are exploring the

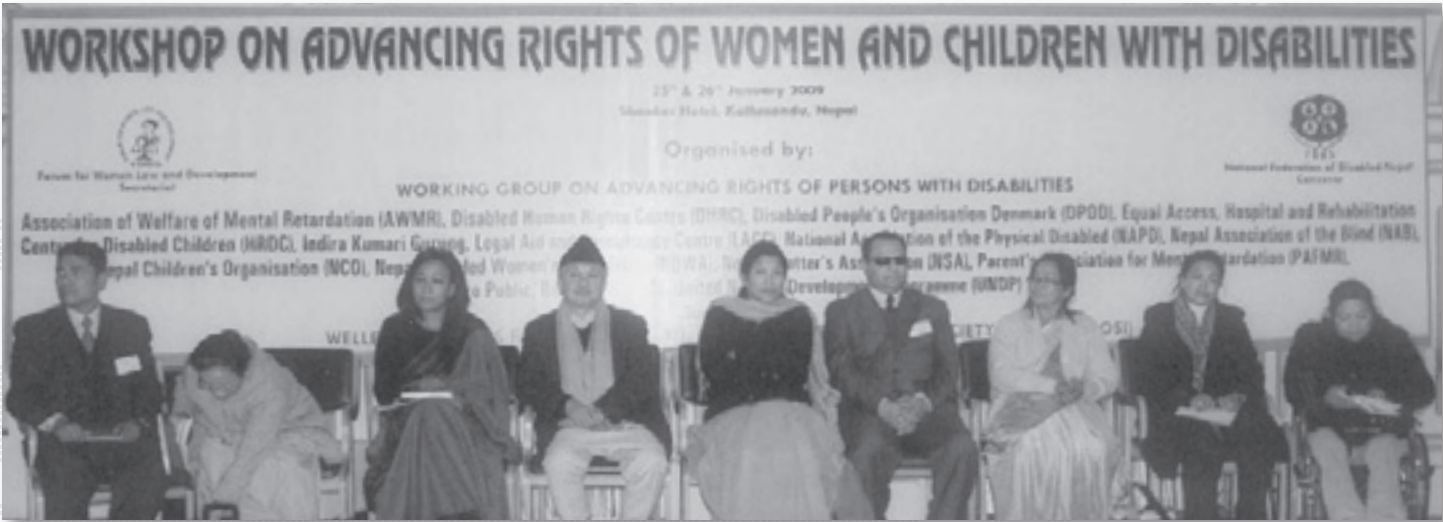
intersections and the multiple grounds of discrimination against women with disabilities. Together with the United Nations Population Fund (UNFPA) and the United Nations Department of Economic and Social Affairs (DESA), we developed a resource tool, *Disability Rights and Gender and Development*. Portions of it have been translated into Nepalese, Cambodian, and Bangla, and the UNFPA and DESA have distributed the manual widely among different UN agencies and UN country offices.

This manual also served as an important resource for our recent, very exciting programs. In partnership with the Bangladesh National Women Lawyers Association, WCW developed the first conference on implementing the CRPD in Bangladesh held in January. For the first time, this initiative rallies women, children, and disability rights groups together to focus on revising the current disability welfare law, to challenge discrimination based on multiple grounds of gender and disability, and to build common cause on reporting to human rights treaties on the status of women and children with disabilities. The conference was a tremendous success. High ranking government members including the Attorney General of Bangladesh and the Ministry of Social Welfare participated. The program and recommendations that grew from the conference created the impetus for the government to initiate the law revision process in compliance with the new treaty. Our partners are working with the government in leading the law revision process.

Immediately after the Bangladesh conference, WCW collaborated with the Forum for Women, Law, and



Disability rights advocates and lawmakers from the region participated in the Bangladesh conference on "Implementation of UN Convention of the Rights of Persons with Disabilities."



Participants in the Nepal conference included: Sapana Malla, WCW partner and Nepal Constituent Assembly Member and Member of the Nepal Constitutional Commission, with the Speaker of the Constituent Assembly and other members of the Constituent Assembly representing the different ethnic groups in Nepal.

Development—the premier women's rights organization in Nepal—to mobilize the women's, children's, and disability rights movements at a conference there. The symposium brought together various representatives of Nepal's new Constituent Assembly, including the Speaker of the Constituent Assembly, parliamentarians from different minority ethnic communities, and two parliamentarians with disabilities. A major result now is that the new Constitution includes disability as a prohibited ground of discrimination. And provisions in the Civil Code that discriminate against women with disabilities, both on the grounds of gender and disability, will be challenged in court.

In May, we worked with Mekea Strey, an NGO fighting for women's rights in Cambodia, and its titular head, Mu Sochua, the former head Minister of Women's Affairs, to build a coalition similar to the ones in Bangladesh and Nepal. Here we aim to build momentum for both the passage of the disability law that was recently forwarded to parliament and the implementation of this law on behalf of women and children with disabilities. We are also developing guidelines and recommendations for the decrees and sub decrees that will flow from this law. We are also working on important recommendations that look at violence against women as both a cause and consequence of disability and disability as a determinant of poverty. In most of these countries the face of poverty is often that of a woman with disabilities.

WHAT ARE THE NEXT STEPS TO MOVING THIS NEWEST HUMAN RIGHTS WORK FORWARD?

RD: Our work at WCW aims to advance the local to the global. The goal is to scale up the domestic pilot projects to a regional program in India and then to inform the CEDAW, CRC, and CRPD treaty bodies to examine the recommendations made at the domestic and regional levels, and to analyze the interconnectedness and cross-cutting nature of the treaties, so that the treaty body recommendations can be animated by a bottom-up process. Next February we will publish a report on this new model and will work with our partners to distribute it in different regions of the world. Our goal is to adopt and replicate this model as a best practice.



Presenters at the Nepal "Workshop on Advancing Rights of Women and Children with Disabilities" included advocates from leading public associations and NGOs.

In November, **RANGITA DE SILVA-DE ALWIS, LL.M., S.J.D.** served as a moderator at the served as a moderator at the Conference on Legislative Reform to Achieve Human Rights held in New York, NY. Presentations provided an opportunity for representatives of participating organizations to showcase their current work on legislative reform and discuss challenges and opportunities to achieve human rights, specifically those of children, and the UN's Millennium Development Goals (MDGs). Earlier that month, her work was presented at the Dialogue on National Monitoring of Human Rights Treaties, also in New York, NY.

In January, de Silva-de Alwis traveled to Bangladesh and Nepal for the disability rights conferences outlined in the previous article. The following month, she presented a discussion on Women's Rights Advocacy in China at The Harvard Project for Asian and International Relations: Social Policy: Culture, Belief, and Gender in a Changing Asia program in Cambridge, MA.

As a member of the advisory board of the United Nations Evaluation Group (UNEG), de Silva-de Alwis attend the Workshop on Gender Equality and Human Rights Evaluation Guidance held in February in New York, NY. In April she attended the Geneva meeting held on Mainstreaming Disability and MDG Policies, Processes and Mechanisms. The UNEG is a professional network that brings together the units responsible for evaluation in the UN system, including the specialized agencies, funds, programs and

affiliated organizations, decided to develop guidance on integrating human rights and gender equality perspectives into evaluation within the UN system.

In March, de Silva-de Alwis attended the International Conference on Violence Against the Girl Child held in The Hague. The conference focused on violence against the girl child in the home and family. In May, she traveled to Cambodia for work to build disability rights coalitions before then traveling to India for the Asia Cause Lawyer Network Steering Committee Meeting and Seminar on Disability Rights for Women.

PAM ALEXANDER, Ph.D. traveled with a group of Wellesley College faculty in January to Mysore, and Mumbai, India on a trip sponsored by the Bernstein Fund for Global Education. The focus of the trip was to develop research partnerships with Indian scholars and practitioners in each individual's area of interest. With contacts facilitated by Dr. R. Indira from the University of Mysore, Alexander met with several women's agencies that focus specifically on helping women who are victims of domestic violence, including Mahila Samakhya Karnataka and Shakthi Dhama. She also met with Teesta Setalvad who is a Mumbai-based civil rights activist and the Women's Centre in Mumbai.

NAN STEIN, Ed.D. traveled to Sundsvall, and Osterund, Sweden in May for the Mid Sweden International Network for Gender Studies (MING) inaugural meeting focusing on women's health and welfare. There Stein presented one of three open lectures on "What a difference a word makes," and she participated in several network meetings, school workshops, and consultations with scholars. The objectives of the MING network include constituting a creative interdisciplinary meeting place for researchers interested in health and welfare from a gender perspective in a broad, interdisciplinary sense, in order to improve and develop knowledge in this area of research, including strengthening internationalization in the network. ■



Pictured left to right northwest of Sundsvall: Nan Stein; Katja Gillander Gadin, Senior Lecturer in Public Health, Mid Sweden University; Siv Fahlgren, Coordinator of Forum for Gender Studies, Mid Sweden University; and Beverly Leipert, Chair, Rural Women's Health Research, University of Western Ontario.

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